

## **Chapter One**

### **Introduction**

In this chapter, the researcher proposes some points that become the main issues in this research. This chapter includes: The background of the study, statement of the problem, limitation of the problem, research questions, purpose of the study, significances of the research and the last one is an outline of the study.

### **Background of the Research**

Language is our main foundation to communicate and there are hundreds and thousands of people speaking English worldwide. Speaking skill is hugely important in terms of education as it would allow both teachers and students to effectively understand each other during the learning process. For students, speaking skill would allow them to express what is in their mind to others relating to the lessons or courses they are taking without struggling to find the most suitable words in their mind. Therefore, the more fluent students in speaking skill, the better chance they have to get a good grade. All the skills in English knowledge such as speaking, listening, reading and writing are interconnected. It means that mastering every single of them is a must for students to get a better understanding of the learning process. Knowledge in each skill is required to become an excellent communicator. Of all the four skills taught throughout schools, speaking is the most difficult skill to build in the classroom, whereas, as what Thornbury (2005) says that speaking is so much a part of daily life that we take it for granted.

Brown (2004, p. 140) argued that “Speaking is an interactive process of constructing meaning that it involves producing and receiving and processing information”. The capacity to place words together in a significant way to reflect thoughts, opinions, and feelings provides the speaker a good understanding about speaking skill.

Learning speaking skill is not an easy task because it is an international language and it is also not our mother language. Brown (2004, p. 172) argued that “Pupils consider speaking as the most challenging skill since it demands great enthusiasm as well as preparation to talk well in the new language.

In terms of gaining English mastery, both teachers and students have their own strategy to learn English, especially for speaking skill. Besides, students at high education levels such as universities sometimes do not feel sure to talk using English. Some students even do not have learning strategies which make the learning process more difficult. Therefore, Alizadeh (2016) stated that obtaining effective learning is very difficult without having the desire or motivation to learn.

By having suitable learning strategies, it is easier for students to achieve their goals in learning English. In terms of speaking skill, there are many aspects that students need to achieve such as pronunciation, vocabulary, constructing the proper way to respond and finding what strategies are appropriate for them. Still, university-level students cannot express ideas, thoughts, and feelings clearly. They undoubtedly face difficulties that prohibit them from being competent at speaking. (Heriansyah, 2012).

There are many similar studies relating to learning strategies in speaking skill which is conducted by researchers throughout the years. In 2017 a group of researchers named Trialoka, Puspita and Sabarudin conducted a research in a university in Bengkulu entitled “English Learners’ Strategies in Learning Speaking Skill”. The idea of this research was to find out the strategies used by the English Education Study Program students in learning speaking skill. In this study, the researchers found two findings. The first finding is most of the English Education Study Program would rather to choose all learning strategies that belong into Oxford’s language learning category. The top three most used strategies that the researchers found are metacognitive strategy, cognitive strategy and social-affective strategy. As long as students use it properly it would benefits them. The second finding is that the most frequent strategy group used by the students of English Education Study Program was social affective strategy.

The next study was conducted by Utama and Shabir entitled “Students’ Strategies in Learning Speaking” and it was also conducted in 2017. The aim of this study was to investigate the strategies used by university students in learning speaking. In this study, they found that students applied memory, cognitive, compensation, meta-cognitive, affective and social strategies in learning speaking skill.

Based on the previous studies mentioned, there are significant difference in method of collecting data. The first study use quantitative method and the second one study use mixed method. Both of them do not include the obstacles on implementing the chosen strategies. In this study, the researcher carries out a

new aspect into the previous research which is the obstacles student face in implementing the learning strategies. By adding this new aspect to the research, it will enrich the previous studies to an extent and it will also contribute to the body knowledge and literature on this issue.

In the English Education Study Program of a private university in Yogyakarta, speaking is a very essential skill for students. Most of the courses in this program are offered in English. Speaking is gradually taught from the first semester and it gets more complicated as students reaching higher semester. However, by having a good capability in speaking, students will be able to express their thought properly without hesitation. In this particular program, learning strategies are being offered in most courses. Based on the researcher's observation, some courses that require intense amount of speaking would easily make students confused regarding what strategies they want to pick. The majority of students here have their own methods/ways to create their own comfortable learning environment but there are small percentage of students that do not have learning strategies at all.

However, most of the time, students' learning strategies are unpredictably diverse. Unfortunately, even students who already have their own learning strategies tend to feel bored quickly to practice speaking skill. However, obtaining the most suitable learning strategy for them is the solution to get their speaking skill increase.

Based on the background above, the researcher is interested in conducting the study entitled "Exploring Students' Learning Strategies in Speaking Skill and Understanding The Obstacles in Implementing The

Strategies". The researcher would like to find out the students' learning strategies in learning speaking skill and the obstacles in implementing the strategies.

### **Statement of the Problem**

The researcher selected this topic because there are many students that used some strategies to enhance their speaking skill, yet they are still struggling with it. Numerous students do not have language strategies, which makes learning a lot more complicated. As the primary role in class, students should be building their own way to learn speaking skill effectively according to their own thought so they can get their goal in learning it while doing it suitably. Strategies that teachers use in the class could also affect the students in developing communication ability. Another problem with speaking skill is students may have a lot of words in mind. Still, they cannot communicate those words or opinions because of the lack of self-confidence, anxiety, or shyness. The students need inventive and engaging strategies that can result in them to speak English fluently.

Based on the description above, this research shows several results that will be useful. To make the students have a keen interest in the learning process, especially in learning speaking. The students should make the most suitable strategies. Furthermore, the students have to prepare their own exciting ways of learning speaking skill

### **Delimitation of the Problem**

The study focuses only on the students' learning strategies in learning speaking skill. The researcher explores the students' learning strategies in learning speaking skill and the obstacles of implementing the strategies

### **Research Questions**

Based upon the context of the above research, many problems arise. Some problems that can be identified are as follows:

1. What are students' strategies in learning speaking skill at the English Language Education Department in one of the private universities in Yogyakarta?
2. What are the obstacles in implementing the strategies in learning speaking skill at the English Language Education Department in one of the private universities in Yogyakarta?

### **Purpose of the Research**

In this research, it contains two purposes, which are set as follow:

1. To recognize students' strategies in learning speaking skill at the English Education Department in one of the private universities in Yogyakarta.
2. To find out students' obstacles in implementing their strategies in learning English speaking skill.

### **Significance of the Research**

The findings of this research are hoped to provide a valuable enrichment for the teachers, the students, and future researchers:

#### **Teachers:**

The research is expected to help teachers to find the best teaching strategies and applied it to students about speaking skill, more importantly to make students consistent in learning speaking skill and not bored in class.

#### **Students:**

This research will hopefully help students to find their learning strategies and make them easier to achieve their speaking skill goal. By getting the right learning strategies they will eventually enjoy the class more and could perceive teachers' teaching technique positively.

#### **Future Researchers:**

Other researchers can use the finding of this study as the theoretical overview of further study on the same topic and might become a critical reference for further study. The advantages are the future researchers can enrich the literature on students' learning strategies in speaking skill.

### **Outline of the Research**

There are five chapters in this research which include introduction, literature review, research methodology, finding and discussion and the last part is conclusion and recommendation.